

Parkland School Division

2012—2015
Division Three Year Education Plan
AND
2011—2012
Annual Education Results Report



Where
THE **WORLD**
opens up





Where THE **WORLD** opens up

Parental Involvement Strategies

The Board has provided opportunities for School Councils to be involved in the school's Three Year Education Plan/Annual Education Results Report and the jurisdiction's Three Year Education Plan/Annual Education Results Report. Schools invite their local School Councils to provide advice and input in the development of their school Education Plan and AERR. In addition, the School Council Chairs were invited to provide their input in the development of the jurisdiction's Three Year Education Plan/Annual Education Results Report at a recent Council of School Councils meeting.

This process fulfills the Board's obligation under the *School Council Regulation (2007)*.

The Division's Combined Three-year Education Plan and the Annual Education Results Report will be communicated to stakeholders in the following ways:

- Posted to Division website at <http://www.psd70.ab.ca/OurDivision/ReportsandPublications>
- Copies are sent to each school, and each school council, as well as agencies within the community
- Highlights from the plan are shared with Division school staffs through the weekly staff information bulletin "On-Line".
- School Reports may be accessed from the Division's website: <http://www.psd70.ab.ca/OurSchools>
- Local MLA's, Mayors receive a digital copy.

The AISI Project Synopsis for Cycle 4 *Challenging Students to Think Critically* may be accessed at <http://education.alberta.ca/media/6578090/40026.pdf>

Parkland School Division's Class Size Report for the 2011/2012 may be accessed at http://www.psd70.ab.ca/Documents/2011-2012_Class_Size_Report_All.pdf

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For additional information about Parkland School Division's 2011-2014 Three Year Plan and 2010-2011 Annual Education Results Report, Capital Plan or Budget, contact:

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Accountability

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Message from the Board Chair and Superintendent of Schools

Parkland School Division's (PSD) Board of Trustees was pleased to introduce our new vision and mission, along with values and beliefs across the Division to start the 2012-13 school year. Our new vision and mission is the culmination of many months of work that involved many stakeholder groups in PSD – parents, teachers, administrators, support staff, and school council representatives. These partners in education had the opportunity to participate in a collaborative process that is seeing our vision and mission change to reflect the dynamic and future-focused organization that we are today.

The development of the 2012-2015 Division Three Year Education Plan and 2011-2012 Annual Education Results Report is also guided by the spirit of our new vision and ultimate goal of student success and well-being. In PSD, we are talking a lot more about our vision where exploration, creativity, and imagination make learning exciting where all learners aspire to reach their dreams. We have also introduced four core priority areas that will support our ultimate goal, which include: engaging our students, engaging our staff, engaging our community and stewardship of our resources.

Our Board of Trustees is very happy with the direction we're going, and we're optimistic that you'll support our new vision and mission as well. The Education Plan is our opportunity to celebrate our successes and to share the future direction with you. It's our opportunity to also showcase that PSD is 'where the world opens up' for our students, staff, and community stakeholders.

Richard Gilchrist
Board Chair

Tim Monds
Superintendent of Schools

Accountability Statement

The Annual Education Results Report for the 2011-2012 school year and the Education Plan for the three years commencing September 1, 2012 for Parkland School Division No. 70 was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2011-2012 school year and the Three-Year Education Plan for 2012-2015 on November 27, 2012.

Foundation Statements

Goals and Priorities

vision **VISION**

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

mission **MISSION**

Our purpose is to prepare, engage and inspire our students to be their best in a quickly changing global community.

values & beliefs **VALUES & BELIEFS**

- We are a caring and compassionate organization guided by what's in the best interest of our students.
- We believe learning is the foundation of all we do.
- We value trust and mutual respect among all of our education stakeholders.
- We embrace open and honest communication.
- We value and respect inclusion and diversity within our schools.
- We are committed to providing safe and caring places for all students to learn.
- We believe integrity and fairness are key pillars for student growth.
- We value collaboration and engagement with students, parents and our communities. Our successes are not possible without these contributions.
- We value excellence, innovation and risk-taking.
- We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world.
- We believe that confident, adaptable and resilient students are successful students.
- We value leadership in all places—everyone in our Division has the potential to be a leader.



Where
THE WORLD
opens up

Division Profile

Situated on the western edge of Edmonton, surrounding the City of Spruce Grove and the Town of Stony Plain, and stretching approximately 100 km west to the Pembina River, Parkland School Division serves the educational needs of approximately 9,800 kindergarten to grade twelve students within twenty-five urban and rural instructional sites.

Governance

The jurisdiction's Board of Trustees takes very seriously its stewardship role in governing Parkland School Division school communities. While the Board recognizes that the education system has seen significant changes over the past decade with the rapid pace of new technology, use of the internet, and proliferation of social media, it also acknowledges that the core priorities that drive excellence in education have remained unchanged. The Board of Trustees is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, the engagement of staff, the engagement of community, and responsible stewardship of the Division's resources.

Schools and School Councils

Schools

Serving over 58,000 residents in an area of over 3,995 square kilometers, the jurisdiction operates 22 schools in addition to a number of alternate sites including: Connections for Learning, two high school outreach programs and an institutional program. With approximately 535 full-time equivalent certificated teaching staff and 371 full-time equivalent support staff, the Division facilitates planning and the coordination of services by dividing the jurisdiction into three areas:

Spruce Grove Area Schools

GRADES SERVED	TELEPHONE
K-4	962-3942
K-9	962-0212
K-9	963-5035
5-9	962-0357
K-4	962-6122
K-4	962-8121
10-12	962-0800
10-12	962-1414
5-9	962-2626

Brookwood	K-4	962-3942
Ecole Broxton Park	K-9	962-0212
Graminia	K-9	963-5035
Greystone Centennial Middle	5-9	962-0357
Millgrove	K-4	962-6122
Parkland Village	K-4	962-8121
Spruce Grove Composite	10-12	962-0800
Spruce Grove Outreach	10-12	962-1414
Woodhaven Middle	5-9	962-2626

Stony Plain Area Schools

GRADES SERVED	TELEPHONE
K-9	963-3625
1-12	963-0507
K-6	963-7366
K-9	963-2222
10-12	963-2255
10-12	963-0840
K-9	963-2289
K-9	963-3535
K-9	963-2203

West End Area Schools

GRADES SERVED	TELEPHONE
K-9	892-2644
K-9	727-3811
K-6	731-3965
K-9	797-3733
K-9	339-3935
K-9	892-2271

School Councils

One of the Division's strongest assets is the high degree of parental and community involvement in Division schools. Each year, thousands of volunteer hours are logged in schools in the areas of classroom support, clerical assistance, fundraising activities, and special event planning and coordination. As required under Provincial legislation, each school within the jurisdiction is represented by a School Council consisting primarily of parents and school staff. School councils provide valuable support to the school administrative team and staff through their advisory role. Members of the Board of Trustees attend monthly council meetings and host regular Council of School Council (COSC) meetings where School Councils send representatives to collaborate with and provide advice to Trustees and members of the Senior Executive on Division matters and direction.

Transportation

Parkland School Division operates one of the largest regional student transportation systems in the province, providing service to Parkland students, Evergreen Catholic and private school students such as Living Waters Christian Academy, St. Matthew and Devon Christian.

On a daily basis, Parkland transports 8901 students, travelling a distance of 16,941 km.

Programs & Initiatives

Division Programs & Initiatives to Support Student Learning—Where the world opens up

Responsive Programming

Parkland School Division offers enhanced programming in ways that reflect the diverse communities it serves and support an early years, middle years and high school approach to teaching and learning. In addition to offering a full range of core curricula courses and a broad range of complementary and exploratory programming, the jurisdiction expands the basic educational requirements with a wide variety of programs that respond to the individual needs of students. Responsive educational program offerings include Early Childhood Services (CLICK), Early Literacy, Balanced Literacy, French Immersion, Knowledge and Employability, Home-School Studies (blended, virtual and at-home), Distance Learning, Registered Apprenticeship Program (RAP), Maranatha Alternative Christian Program, Sports Performance and Outreach Campus Programming.



community, government and industry partners in supporting the work of schools and the Division in developing a higher level of resiliency in children and youth.

Research shows that student emotional and social wellness is very closely linked to student health. As part of the Youth Resiliency Initiative, each school has identified a “health champi-

on” who will receive training and support in developing and implementing a school-wide comprehensive health action plan aimed at promoting pro-active healthy activities aimed at helping students, families and staff develop more active and healthy life-styles. The Division believes that increased student wellness will ultimately lead to increased student success.

The Initiative will be coordinated, led and managed by the Division’s Youth Resiliency Coordinator.

Inclusion

Parkland School Division strives to provide inclusive learning environments where each student feels he belongs and is supported in his efforts to be successful in his learning through a variety of supports and services available within his school community. In addition to regular educational programs, the Division also provides access to quality specialized programs aimed at meeting the unique and individual needs of students whose learning needs require supports and services beyond what the regular classroom can effectively provide.

Learning Coaches

To support classroom teachers to meet the needs of all learners in inclusive learning environments, the Division has trained and implemented learning coaches in all division schools. Through the Division’s commitment to inclusion, a learning coach cohort of experienced and specialized teachers undertook coaching training for one year and actively began their roles in September 2012. Training will continue throughout the coming year as the learning coach model is fully implemented. Learning coaches will join key contacts, administrators and classroom teachers as part of the school student learning teams.

Youth Resiliency Initiative

In support of the Division’s **Ultimate Goal: Student Success and Well-Being** and building on the success of the Parkland Village Resiliency Project, Parkland School Division launched a division-wide Youth Resiliency Initiative in September 2012. The initiative is intended to build school and community capacity to provide programming and educational opportunities focused on developing strategies that build and support a strong foundation for resiliency in the children and youth who are served by Parkland School Division.

The Youth Resiliency Initiative will also strive to provide increased opportunities for students and their families to link to, collaborate, and network with the school and the wider community in order to access a broader and more responsive continuum of supports and services delivered individually or in a wraparound approach. Efforts will focus on engaging community,

Enhanced Learning Through the Use of Technology

Parkland School Division is proud of the progress it has made in the use of learning technologies to enhance the teaching and learning processes. Teachers and administrators are using more technology to connect with educators around the world and are bringing learning to students in new and more engaging ways. Students and staff are sharing their learning on the 184 Days of Learning blog for the second year and are continuing to become more adept at accessing knowledge using the open WiFi network in all schools. In addition, the Division’s use of technology to access relevant and timely professional learning for all staff has become a cost-efficient and convenient service provider for adult professional learning.

Programs & Initiatives

Early & Middle Years Behavior Programs

Parkland's Early and Middle Years Behavior Programs are designed for Grade 1 to 9 students who have significant behavior and/or emotional challenges and whose needs exceed what the regular classroom can provide. The programs are located in several division schools and are supported through Learning Services staff. These programs provide students with new skills and strategies through positive behavior supports that are aimed at helping them gain control over their behavior in positive ways.

Sunrise Support

Parkland School Division collaborates with community agencies to offer students and their families wrap-around supports and services that will enable students to more easily and effectively access a multitude of services in a coordinated manner. Sunrise Support was instituted a decade ago and continues to provide coordinated supports and services to many families annually. Referrals are facilitated by Parkland School Division's Learning Services team.

Alternate Academic Programs

The Division provides access to several quality programs of choice and individualized programs designed to meet the unique needs of students.

- **French Immersion** K-12 programming provides students from non-French speaking backgrounds with the ability to become highly proficient in a second language. Within the bounds of Alberta Education curriculum, the program immerses students in the French culture through numerous activities, including music and speech festivals, theatre, and community celebrations.
- **Connections for Learning (CFL)** provides access to individualized programming with differentiated instruction in an alternate program delivery model. Through CFL, parents can enroll their children in traditional home education (parent directed), parent partnership home education (teacher directed), or online programming.
- **Middle Years and Senior High Outreaches** are set in store-front locations in Stony Plain and Spruce Grove and serve students experiencing academic or personal challenges but who still wish to continue their studies or achieve a high school diploma.

- **Stony Creek Program** bridges the gap between home-based learning and school-based programs. Connections for Learning (CFL) offers parents and students an innovative program that combines classroom with home instruction, with two days spent in a regular classroom setting and three days of home instruction under the supervision of a teacher.
- **Maranatha Alternate Program (MAP)** is available to all families who want their K-9 children taught in a non-denominational, spiritually nurturing, and intellectually challenging environment. The program supports the traditional values of home by involving students in morning prayers, Bible readings, and weekly assemblies with a Christian perspective.

Alberta Initiative for School Improvement

AISI is alive and well in Parkland School Division. The focus of the Division's research and work in Cycle 5 will be *"Knowing Yourself as a Critical Thinker: Embedding Assessment AS Learning Into Critical Thinking in an Inclusive Environment"*.

Parkland School Division has completed a successful AISI Cycle 4 with a focus on *Challenging Students to Think Critically*. The Division's work on assessment from AISI Cycle 3 has spring boarded into a new report card where teachers are reporting on student performance in relation to both knowledge and skills. While the Division has made great strides in these areas, teachers need additional targeted time and support to make purposeful connections between these two paradigm shifting instructional models in order to fully leverage the practices learned in Cycle 4.

It is essential that young people entering the world of work today have the competencies to function effectively in a changing workplace including critical thinking, problem solving, self-direction and personal management. While PSD teachers have been reporting on the improvement in students' critical thinking abilities through Cycle 4, instruction in Cycle 5 will now be structured to allow students to identify and articulate their own level of learning and problem solving abilities.

The new AISI cycle will focus on answering the following research question:

To what extent does embedding assessment AS learning into the critical thinking model impact student engagement and performance in an inclusive learning environment?

Early Education—CLICK

Supports children between the ages of 2.5 and 5 years old with identified learning needs.

The Health and Well-Being of Students

Research has shown that, in general, children and adolescents today are less healthy than they were one generation ago, that they live a more sedentary lifestyle than is recommended by physicians, and are becoming increasingly obese and lethargic. Researchers credit lack of physical activity, a diet high in fat from fast foods, and significant “screen time” in front of television and/or computers as the major reasons for children’s decreased health. The effects of poor physical health also impact the mental health and general well-being of children and adolescents, including their ability to learn. Although all schools implement daily physical activity and/or physical education, a more comprehensive approach to health is needed to reverse the current trend. Through the Youth Resiliency Initiative, health champions have been identified in each school and will endeavor to work with staff and parents to develop an action plan aimed at building awareness about this issue and suggesting strategies to improve the general health and well-being of students.

Changing Demographics

Originally an agricultural region, over the past twenty-five years the economic base has become increasingly industrial through the development of major power generation and coal mining projects at TransAlta Utilities (near Lake Wabamun), oil and gas resources, and the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks. This has also resulted in a population shift as more families moved from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

In addition, the City of Spruce Grove has become one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The most recent census data revealed that the fastest growing subgroup in this geographic area was children between the ages of 0-4 years of age, and, as a result, the Division is experiencing significant growth in enrolments in its K-4 schools in both of those communities.

The Division is also serving a more diverse student population from diverse cultures, socio-economic backgrounds, and family structures. Many families in the region open their homes to children in care, creating a unique set of challenges for schools as they endeavor to serve a broad spectrum of students. In addition, Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of children with autism spectrum disorder

and fetal alcohol syndrome requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality. Learning coaches have been trained and placed in each division school to support classroom teachers in their work to meet the diverse needs of students within inclusive classroom settings.

Enrolment Growth & Insufficient Classroom Spaces

Parkland School Division continues to undertake a comprehensive system review of the facilities, boundaries and program locations to develop a long term planning framework that addresses changing demographics, an imbalance between facility capacity compared to current and projected enrolments, lack of capital funding for new school space and limited ability to accommodate additional students at schools. It has become evident throughout this review that the Division is experiencing significant growth and changes in demographics.

Through the first phases of the System Review, the Division has instituted short term creative strategies to deal with the immediate increase of students in the urban schools and has been actively pursuing collaborative partnerships with both our Municipal, Provincial and Education partners to seek more long-term solutions to this issue. The urban center of Spruce Grove is in urgent need of a new K-9 facility in order to accommodate rapidly increasing student enrolments. As an interim measure, the Facilities Department continues to convert ancillary spaces designed for music and library into classroom spaces.

Parkland School Division anticipates having difficulty accommodating projected enrolments in both the Town of Stony Plain and the City of Spruce Grove within the next 5 years. The Division believes that through the building of new schools as well as the modernization and preservation of existing facilities we can meet the expected pressures that will be placed on the Division.

Accomplishments

New Vision, Mission and Values

Following an extensive stakeholder process, the Board of Trustees introduced a new vision and mission, along with values and belief statements, across the Division. The new vision/mission is the culmination of months of work that involved many stakeholder groups in the Division – parents, students, teachers, administrators, support staff, and school council representatives. The new vision/mission statements reflect the dynamic and future-focused organization that the Division is today, and its commitment to preparing, engaging, and inspiring all students to be their best in a quickly changing global community.

New Division-Wide Report Card (K-9)

During the 2012-2013 school year, all Division schools will implement the new curriculum-based report card. Integral to the reporting process will be the assessment processes used by teachers to measure student growth in the knowledge, skills and competencies outlined in the program of studies. A focus on linking the development of critical thinking skills to a new focus on Assessment AS Learning through the Division's AISI project will enable students to get to know themselves as learners, and to develop those skills and competencies that will enable them to be successful academically and as adults in the world of work and/or post-secondary studies.

Generative Governance Model

The Board of Trustees has adopted a more generative style of governance which has resulted in a noteworthy increase in the level of public engagement in education. Community engagement is a significant priority in Parkland School Division and is clearly reflected in the Division's Ultimate Goal, its related priorities, and the way decisions are made by the Board.

1. Engage our Students
2. Engage our Staff
3. Engage our Community
4. Stewardship of our Resources is the fourth priority connected to the Ultimate Goal and includes the System Review that was begun in 2010.

Inclusion—Learning Coaches and Educational Assistants Boot Camp

In support of developing more inclusive learning environments for all students, the Division has committed to supporting the full implementation of a learning coach model that will provide support to all teachers in their work to support all students in their classroom. The cohort of selected teachers underwent training during the past school year and will continue their training during the first and second year of implementation.

In addition, educational assistants are also developing their knowledge and skills to support students through the EA Bootcamps, a series of five adult professional learning opportunities developed in-house to provide educational assistants with enhanced expertise in supporting children and youth with severe special needs.

Youth Resiliency Project

Though implemented only in September 2012, the Youth Resiliency Project is beginning to build awareness of the need for positive change in the area of student health and well-being. Health champions have been identified in each school and are in the process of developing school-wide action plans focused on creating positive and healthy learning environments for all students and staff. Based on the comprehensive health program, the youth resiliency project will enhance wraparound supports and services available for all students by developing new partnerships with community agencies and industry partners, will engage the community to get involved with schools in support of students, and will build the capacity of staff and parents to support and promote a healthier and more active lifestyle for all students. Building strong, resilient students who will become engaged and committed members of our society is the goal of this project.

Portable Replacement with New Modular Classrooms

In June of 2011, Parkland School Division received approval for eight replacement modular classrooms for Woodhaven School. Approval for an additional modular classroom to address enrolment pressures was received in June of 2012. The modulares arrived on site in early July. The Divisions facilities team successfully realigned maintenance schedules and priorities and expedited the demolition and removal of the old portables and construction of the new portables with no disruption to students.

Innovation in Transportation

Parkland School Division is proud of their long cooperative bussing relationship with neighbouring jurisdictions to provide regional transportation services. The Division has pioneered new technologies in the regional busing system that offer new insight into improving student safety, lowering ride times, creating efficiencies and providing effective routing for students. With the implementation of an innovative digital two-way radio system, which features GPS tracking and real-time location and speed updates on each of the 172 bus routes, the Division has realized annual cost savings in excess of \$79,000 and improved response time to stakeholder concerns.

Centralization of School Generated Funds Processing

Parkland School Division continues to work towards enhancing the efficiency and internal controls of the Division's financial processes. In September 2011, Parkland's Business and Finance team consolidated the accounting and banking function at the school into one bank account, delivered training, implemented a streamlined receipting system and provided centralized real-time reporting to schools. This initiative has yielded lower banking fees, higher investment interest rates and increased GST rebates. We have demonstrated our commitment to responsible stewardship of the Division's resources through savings of approximately two days of financial processing per school per month.

Technology to Enhance and Transform Learning

Initiative	Timeline	How Does This Support Learning?
Google Apps for Education	2012-2014	Through the opportunities to easily collaborate and promote teamwork within the school division.
Electronic Portfolios (WordPress)	2012-2014	This will help to inform assessment, build an understanding of digital citizenship and identity, help to build digital literacy, while also helping students to benefit from personal learning networks.
Bring Your Own Device (BYOD) and Cloud Apps	2012-Ongoing	Providing students opportunities to learn using their own devices that they are already comfortable with. (Promotes Universal Design for Learning)
SMART Technologies	2012-Ongoing	Engage students through effective use of the technologies
Discovery Education	2012-Ongoing	Students can research reliable information and then rework it to demonstrate their knowledge in creative ways. This can be used in a differentiated approach.
Read & Write Gold	2012-Ongoing	Removes barriers to learning
Expand CSR Standards to include a digital component	2012-2013	Articulates expectations
Assistive Technologies	2012-2013	Removes barriers to learning using available software, hardware technologies (tablets, Smartboard, Microsoft)
Leadership 2.0	2012-2013	Provide leadership professional learning within Parkland School Division and worldwide through the collaborative use of technology.
184 Days of Learning	2011-Ongoing	Sharing the stories of learning of Parkland School Division.
Learning Leader	2011-Ongoing	Building leadership in the area of cloud computing, mobile devices and personal learning networks.

Accomplishments

Academic Achievements

Parkland School Division strives for continuous improvement and has achieved improvement in the following areas:

- The overall percentage of students who attained a Standard of Excellence on the Provincial Achievement Tests increased from 17.0% to 18.0%;
- The overall percentage of students who attained the Acceptable Standard on the Provincial Achievement Tests increased from 81.9% to 82.5%;
- Significant improvements were noted in Social Studies 6, Social Studies 9, English Language Arts 6, Science 6 and Science 9;
- The overall percentage of students who attained a Standard of Excellence on the Diploma Examinations increased from 14.8% to 15.4%;
- Notable achievement was demonstrated in all the high school sciences and in Social Studies 30-1;
- The Division's focus on critical thinking and literacy was reflected in the improved results at the excellence and acceptable standards in the Sciences and Social Studies;
- Participation rates on the Diploma Examinations has increased from 48.9% to 50.6% and 59.5% of students being eligible for the Rutherford Scholarships;
- High school completion rates have dramatically increased from 70.9% to 76.5% and a significant decrease in the percentage of students dropping out of high school (from 4.8% to 3.4%).



Opportunities for Improvement

Opportunities for Improvement

As the government works to make significant changes in the way education is delivered to meet the changing needs of students in the 21st century, the Division has eagerly worked to implement changes in its programming and assessment and reporting procedures to align with the direction that government is slowly taking in developing an Assurance Model. This has resulted in the Division “working in two worlds”, where surveys such as the accountability pillar surveys measure less relevant issues than what is the reality in today’s schools. The Division is proud of its success in moving into a more relevant educational world for its students and of its ongoing efforts to improve, but also acknowledges that there are opportunities for improvement identified:

Opportunities for Improvement	Strategies to Achieve Improvement	Factors to Consider
Increase the number of students achieving the Standard of Excellence on both the Provincial Achievement Tests and the Diploma Examinations	<ul style="list-style-type: none"> • Collaborate with Alberta Education from each of the disciplines • Focus on developing Assessment AS Learning strategies for all students • Increase use of exemplars or outstanding work as models for students • Research, identify and implement highly effective instructional strategies focused on feedback and metacognition using AISI 	<ul style="list-style-type: none"> • There has been ongoing improvement in these standards • Many high school students are working at jobs for more than 20 hours per week, resulting in less time being committed to their studies
Improve parent satisfaction with the quality of education	<ul style="list-style-type: none"> • Provide clarification for parents about what constitutes “quality” education 	<ul style="list-style-type: none"> • Parents at the Council of Councils meeting had various understandings for what constituted “quality education”
Improve parent satisfaction with their degree of involvement in decisions in their child’s school	<ul style="list-style-type: none"> • Use current technologies to connect with parents to engage them in their children’s education and their school 	<ul style="list-style-type: none"> • Many parents work full-time and work away from their community, making their involvement in school matters more difficult
Improve parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students, specifically academic and career counseling and services beyond regular instruction that help students to read and write	<ul style="list-style-type: none"> • Develop a plan to increase counseling supports and services in all schools • Maximize Student Health supports and services in Division schools 	<ul style="list-style-type: none"> • Current fiscal realities make it difficult for schools to staff for counseling supports, especially in smaller schools.
Improve parent and teacher satisfaction that high school students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	<ul style="list-style-type: none"> • Develop a communication plan at each school to connect student learning to the skills, attitudes and knowledge needed for lifelong learning, starting at early years 	<ul style="list-style-type: none"> • The Division currently provides students with many opportunities for developing the skills and attitudes necessary for lifelong learning starting from early years, but does not clearly communicate those opportunities to parents
Improve parent and student satisfaction that students at school follow the rules and that their school is a safe and caring learning environment	<ul style="list-style-type: none"> • Continue providing anti-bullying programming in schools 	<ul style="list-style-type: none"> • Parents and students have different views about what constitutes bullying behaviors – there is a need to build awareness and common understanding

Accountability Pillar Summary

October 2012 - Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Parkland School Div No. 70			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	85.8	85.8	85.5	88.6	88.1	87.5	High	Maintained	Good
		Program of Studies	78.6	80.0	79.2	80.7	80.9	80.6	High	Maintained	Good
Student Learning Opportunities	Good	Education Quality	86.6	88.3	88.0	89.4	89.4	89.3	Intermediate	Declined	Issue
		Drop Out Rate	3.4	4.8	4.9	3.2	4.2	4.4	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	76.5	70.9	70.7	74.1	72.6	71.6	High	Improved Significantly	Good
		PAT: Acceptable	82.6	81.9	81.8	79.1	79.3	78.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Good	PAT: Excellence	18.0	17.0	16.4	20.9	19.6	19.1	High	Improved	Good
		Diploma: Acceptable	84.9	85.6	87.0	83.5	82.6	83.5	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Excellence	15.4	14.8	15.9	18.6	18.7	18.7	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	50.6	48.9	45.9	56.2	54.9	53.9	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	59.5	54.0	51.2	61.5	59.6	58.0	High	Improved Significantly	Good
		Transition Rate (6 yr)	47.4	50.6	50.2	58.4	59.3	59.5	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Work Preparation	75.5	74.0	74.3	79.7	80.1	79.9	Intermediate	Maintained	Acceptable
		Citizenship	77.6	77.4	77.3	82.5	81.9	81.2	High	Maintained	Good
Parental Involvement	Acceptable	Parental Involvement	77.3	78.1	78.3	79.7	79.9	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Issue	School Improvement	76.5	79.0	78.8	80.0	80.1	79.8	High	Declined Significantly	Issue

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

FNMI Accountability Pillar Summary

October 2012 Accountability Pillar Overall Summary—FNMI

Measure Category	Measure Category Evaluation	Measure	Parkland School Div No. 70			Alberta		Measure Evaluation			
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Drop Out Rate	6.9	6.9	6.2	9.0	10.4	10.9	Low	Maintained	Issue
		High School Completion Rate (3 yr)	60.6	58.1	60.9	40.2	38.2	36.0	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	64.6	73.5	73.0	58.3	58.1	57.8	Very Low	Declined	Concern
		PAT: Excellence	6.2	8.0	7.8	6.6	6.0	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	80.6	84.5	83.8	77.6	77.7	77.0	Low	Maintained	Issue
		Diploma: Excellence	8.3	5.2	8.5	8.8	7.4	8.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	30.3	38.8	32.4	19.6	19.1	17.7	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	45.1	46.8	40.6	34.4	32.1	29.6	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	32.2	31.6	37.8	30.2	31.2	32.3	Very Low	Maintained	Concern
		Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

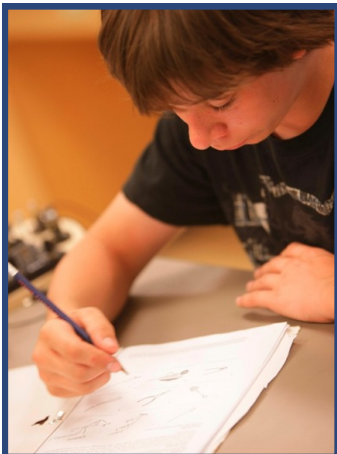
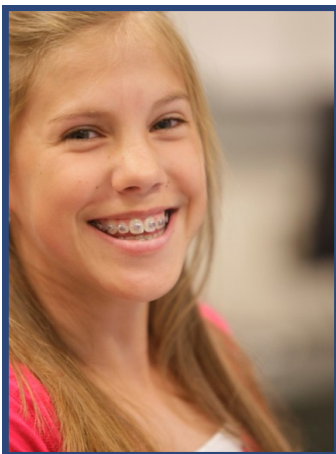
Parkland School Division's Ultimate Goal

Student Success and Well-Being

Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop their skills/competencies to prepare to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education. The key elements that will guide the work of the Division include:

1. Engage our Students
2. Engage our Staff
3. Engage our Community
4. Stewardship of our Resources

Key Elements	Engage our Students	Engage our Staff	Engage our Community	Stewardship of our Resources
	<i>Every student will be successful</i>	<i>All staff are learners with a focus on student success</i>	<i>Everyone can make a meaningful contribution to public education</i>	<i>The Division effectively manages its resources to support student learning</i>
	Meaningful assessment and reporting	Inclusion	Open and honest communication	System Review
	Student mental and physical well-being	Innovative instructional practices	Meaningful engagement with all stakeholders to support student learning	Distributed decision-making model
	Student choice and personalized learning	Leadership development	Collaborative partnerships with business and community	Fiscal responsibility



Engage Our Students

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:

ENGAGE OUR STUDENTS

Key Elements	Outcomes	Strategies
Develop meaningful assessment and reporting	<ul style="list-style-type: none"> Students demonstrate proficiency in literacy and numeracy Students achieve student learning outcomes Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit FNMI students are engaged in learning 	<ul style="list-style-type: none"> Develop and implement AISI Cycle 5 Project with a focus on Assessment AS Learning connected to Critical Thinking Enhance student centered assessment and reporting procedures Implement division-wide K-9 curriculum-based report card with a focus on competencies
Promote student mental and physical well-being	<ul style="list-style-type: none"> Effective learning and teaching within caring, respectful, safe and healthy environments The education system demonstrates leadership and collaboration 	<ul style="list-style-type: none"> Implement a division-wide initiative focused on enhancing the resiliency and mental health of students Implement healthy nutrition practices in schools Establish community partnerships to support student health Develop base-line measures to measure the Division's success in: <ul style="list-style-type: none"> A. Developing and implementing a comprehensive health approach to student wellness B. Developing the resiliency of students through the Youth Resiliency Initiative
Increase opportunities for student choice and personalized learning	<ul style="list-style-type: none"> Students have access to programming and supports to enable their learning FNMI students are engaged in learning 	<ul style="list-style-type: none"> Enhance the effective use of emerging and current technologies in learning and in life Promote practices that offer greater alignment between individual student needs and flexible learning structures and that provide students with increased choice Explore how current Division programs provide choice and opportunities for personalized learning for students (e.g. language, Fine Arts, Leadership programs)

Engage Our Staff

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:
ENGAGE OUR STAFF

Key Elements	Outcomes	Strategies
Develop a deep understanding in theory and in practice of what an inclusive educational setting is	<ul style="list-style-type: none"> The jurisdiction shares promising practices to support all students in inclusive learning environments Staff can clearly articulate what inclusion means Staff can support students in inclusive learning environments FNMI students are engaged in learning 	<ul style="list-style-type: none"> Implement the Learning Coach model Implement Year 2 of EA Boot Camp Develop a Division communication plan to build community understanding and support of inclusion in Parkland School Division
Innovative instructional practices focused on Excellence	<ul style="list-style-type: none"> Students have access to programming and supports to enable their learning The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration Learners, educators, and families will have improved access to digital tools that support both face-to-face and online learning FNMI students are engaged in learning 	<ul style="list-style-type: none"> Implement Cycle 5 AISI - Critical Thinking and Assessment as Learning Introduce Traveling iPads Initiative Connect pedagogy and assessment
Cultivate Leadership	<ul style="list-style-type: none"> The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration 	<ul style="list-style-type: none"> Create a collaborative culture growth mindset of open and continuous learning Continue the Learning Leader Initiative

Note: These Key Elements align and support Alberta Education Goals One, Two and Three.

Engage Our Community

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:
ENGAGE OUR COMMUNITY

Key Elements	Outcomes	Strategies
Enhance Communication	<ul style="list-style-type: none"> The jurisdiction shares promising practices to support all students in inclusive learning environments The jurisdiction clearly articulates what inclusion means 	<ul style="list-style-type: none"> Introduce the division's new mission/vision statements Develop a Division communication plan Increase the effectiveness of communication through the expanded use of technology
Meaningful engagement with all stakeholders to support student learning	<ul style="list-style-type: none"> Students have access to programming and supports to enable their learning The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration Learners, educators, and families will have improved access to digital tools that support both face-to-face and online learning 	<ul style="list-style-type: none"> Incorporate community engagement in our practices Develop strategies to engage our FNMI elders and families Celebrate student learning Increase opportunity for community input through the Division website
Collaborative partnerships with business and community	<ul style="list-style-type: none"> The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration 	<ul style="list-style-type: none"> Increase wraparound supports and services Promote, highlight and celebrate municipal partnerships to support student learning (create guidelines)

Note: These Key Elements align and support Alberta Education Goals One, Two and Three.

Enhance Stewardship of Our Resources

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:
ENHANCE STEWARDSHIP OF OUR RESOURCES

Key Elements	Outcomes	Strategies
System Review	<ul style="list-style-type: none"> • Comprehensive ten year facilities plan 	<ul style="list-style-type: none"> • Community engagement • Collaboration with Education and Municipal partners for new school space • Data analysis , forecasting and reporting , facility and risk assessment • Open and transparent communication
Distributed Decision-Making Model	<ul style="list-style-type: none"> • Effective and efficient use of resources through informed, evidence based decisions • Responsive, transparent and sustainable decisions at all levels of the organization 	<ul style="list-style-type: none"> • Improved access to data to support transparent decision making • Training ,support and feedback on budgeting, reporting and cost classification • Establish a funding allocation model that addresses a continuum of supports and services for students with diverse learning needs
Fiscal Responsibility	<ul style="list-style-type: none"> • A balanced and sustainable budget that addresses priorities • Effective and efficient use of resources through the application of tools and systems • Operational, financial and compliance objectives are met 	<ul style="list-style-type: none"> • Implementation of School Logic Student Information System and PASI compliance • Implementation of electronic forms and processes in financial information system that eliminate data redundancy • Risk assessment, mitigation and response (security, privacy, data quality, compatibility)

Note: These Key Elements align and support Alberta Education Goals One, Two and Three.

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.7	80.9	82.7	81.9	82.5	82.0	Intermediate	Maintained	Acceptable	83.0	83.5	84.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.8	15.7	16.5	17.0	18.0	17.5	High	Improved	Good	19.0	20.0	21.0

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.5	89.3	86.3	85.6	84.9	87.0	Intermediate	Declined	Issue	86.0	87.0	88.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.3	15.4	17.6	14.8	15.4	18.0	Low	Maintained	Issue	16.5	17.5	18.5

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	70.1	70.0	71.1	70.9	76.5	72.0	High	Improved Significantly	Good	76.5	77.0	77.3
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.7	4.9	4.8	4.8	3.4	4.7	High	Improved Significantly	Good	3.3	3.2	3.1
High school to post-secondary transition rate of students within six years of entering Grade 10.	45.7	51.6	48.4	50.6	47.4	52.0	Intermediate	Declined	Issue	50.0	51.0	52.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	48.9	47.8	51.8	54.0	59.5	54.5	High	Improved Significantly	Good	60.0	60.5	61.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	42.5	42.9	46.0	48.9	50.6	49.5	Intermediate	Improved	Good	52.0	53.0	54.0

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: Success for Every Student

Comments on Results:

- The Division is proud of its success in improving the number of students graduating from high school and the percentage of Grade 12 students eligible for the Rutherford Scholarships. Keeping students in school and providing them with supports to successfully complete high school has been a focus for both division high schools and the Outreach programs.
- Special efforts to recognize the success of the division's FNMI students upon their graduation has also encouraged more Aboriginal students to work toward completion. For the second year, Memorial Composite High School held a Pow-Wow and Feather Ceremony to honor grade 12 Aboriginal graduates. The support provided by the Aboriginal liaison workers to classroom teachers, parents, Aboriginal students, and all students attending the schools has helped to create a school culture where students feel accepted and are encouraged to succeed. Students from Paul Band continue to struggle with bussing issues which make regular attendance difficult.
- The Division will explore new and different ways of improving its results on the Diploma examinations. A more in-depth analysis of results and current practices will be done in an effort to identify specific areas of weakness and implement strategies for improvement.

Strategies:

1. The Division will provide assistance to schools with lower achievement results on the PATs and DIPs and explore ways to improve the number of students achieving both the Acceptable Standard and the Standard of Excellence. It is the Division's goal to achieve results comparable to the Provincial results.
2. Increase the emphasis divisionally on striving for excellence.
3. Implement Cycle 5 AISI which will focus on critical thinking skills linked to Assessment AS Learning strategies. As students learn about themselves as learners, they will acquire new strategies that will enable them to succeed at a higher level of achievement and also become more adept at thinking at the higher levels of Bloom's Taxonomy.
4. Efforts will be made to increase motivation to attend and connect to post-secondary institutions and programs in order to increase the number of students transitioning to post-secondary studies. Career awareness and development should begin as early as age 10 as research shows that the optimum age for instilling interest in working toward a career is between the ages of 10-14 years of age. The Division will explore ways of supporting all schools in this endeavor.
5. The Division will explore new and different ways of improving its results on the Diploma examinations. A more in-depth analysis of results and current practices will be done in an effort to identify specific areas of weakness and implement strategies for improvement.
 - Research high impact teaching strategies and implement them, specifically;
 - feedback
 - meta cognitions (Assessment as Learning
 - Increase use of rubrics and exemplars of honors standing work;
 - Collaborate with subject specialists from Alberta Education with a focus on improvement.

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.7	79.1	78.6	80.0	78.6	80.5	High	Maintained	Good	80.5	81.0	81.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.1	88.2	87.5	88.3	86.6	90.0	Intermediate	Declined	Issue	88.5	89.0	89.5
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	84.2	86.1	84.5	85.8	85.8	86.0	High	Maintained	Good	86.5	87.0	87.5

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*)

Comments on Results:

- The Division has implemented several new changes in its educational practices, including the first year of a new K-9 curriculum-based report card focused on skills and competencies. This has been a significant change for parents and created a degree of dissatisfaction with some who were used to percentages on report cards, or a similar allocation of achievement. The Division takes responsibility for not communicating this change enough with all stakeholders and has since developed a more in-depth communication plan to help parents and staffs understand the change in assessment and reporting. The Division is hopeful that the second year of implementation will be smoother as parents and staffs build their understanding and acceptance of the new assessment and reporting practices.

Strategies:

- Develop and implement a communication plan to articulate changes in educational practice in the Division and its alignment to changes from the Ministry.
- The Division will work with its staff, students on the Student Advisory Council, and parents on the Council of School Councils (COSC) to explore if there are other issues related to the decline in satisfaction with overall quality of basic education.

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: The education system demonstrates leadership and collaboration.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.0	78.3	78.3	78.1	77.3	80.0	Intermediate	Maintained	Acceptable	79.0	79.5	80.0
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.4	78.4	79.0	79.0	76.5	80.0	High	Declined Significantly	Issue	79.0	80.0	81.0

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*)

Comments on Results:

- The Division will work with its staff, students on the Student Advisory Council, and parents on the Council of School Councils (COSC) to explore if there are other issues related to the decline in satisfaction with overall quality of basic education and improvement over time.

Strategies:

- Develop and implement a communication plan to articulate changes in educational practice in the Division and its alignment to changes from the Ministry.
- The Division will work with its staff, students on the Student Advisory Council, and parents on the Council of School Councils (COSC) to explore if there are other issues related to the decline in satisfaction with the jurisdiction's improvement over the last three years.



Goal Three: Success for FNMI Students

Outcome: FNMI students are engaged in learning.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	32.6	67.2	57.4	58.1	60.6	60.0	Low	Maintained	Issue	61.0	61.5	62.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	7.2	6.9	4.9	6.9	6.9	5.0	Low	Maintained	Issue	6.0	5.5	5.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	36.2	39.5	42.2	31.6	32.2	40.0	Very Low	Maintained	Concern	35.0	37.5	40.0
Percentage of Grade 12 students eligible for a Rutherford Scholar-	31.3	45.5	29.4	46.8	45.1	47.0	Low	Maintained	Issue	47.0	47.5	48.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	16.6	29.7	28.7	38.8	30.3	39.0	Very Low	Maintained	Concern	35.0	38.0	40.0

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.2	71.1	74.5	73.5	64.6	75.0	Very Low	Declined	Concern	70.0	73.0	75.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.4	7.7	7.8	8.0	6.2	10.0	Very Low	Maintained	Concern	8.0	8.5	10.0
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.8	81.4	85.5	84.5	80.6	85.0	Low	Maintained	Issue	82.0	84.0	85.0
Overall percentage of students who achieved the standard of excellence on diploma examina-	7.5	3.4	16.9	5.2	8.3	10.0	Very Low	Maintained	Concern	10.0	11.0	12.0

Goal Three: Success for FNMI Students

Comments on Results:

- The Division is proud of its continued improved results for its Aboriginal learners but there is still room for improvement as a gap between the achievement of Aboriginal learners and other division learners still exists. The work of Division Aboriginal liaison workers and the staff who are dedicated to serving all students are making concerted efforts to raise awareness of issues that Aboriginal learners have and are working to provide needed supports and services aimed at helping Aboriginal learners complete high school and successfully transition to the world of work and/or post-secondary studies. Continued efforts will be made to find new and more effective ways of encouraging students to transition to post-secondary studies. The Division continues its efforts to build positive working relationships with Paul Band education staff as a means of providing better supports for Aboriginal learners living on reserve.
- The Division has provided learning opportunities for trustees and administrators to gain deeper understanding of cultural and educational issues facing Aboriginal learners. Alberta Education provided meaningful in-service to trustees and senior administrators and school-based administrators have accessed support from elders in their efforts to develop awareness and understanding of Aboriginal traditions and culture.

Strategies:

1. The Division will continue to work with its Aboriginal liaison workers to provide personal support for students as they work toward high school completion. Efforts will be made to encourage students to begin thinking about transitioning to post-secondary studies as a goal, beginning as early as in grades 5 or 6.
2. The Division will continue its efforts to build relationship with Paul Band education manager and staff.
3. Explore ways of improving transportation from Paul Band to division schools.
4. Strategies for improving achievement results for Aboriginal learners on PAT and DIP examinations will be explored and implemented.
5. Efforts will be made to engage Aboriginal parents to a greater degree in the educational process as a support for their children. Helping parents be more comfortable in the schools and with the teachers and feel accepted by the school community will be the first step to building more collaborative working relationships with Aboriginal parents.





Capital and Facilities Planning

2013—2016 Three Year Capital Plan

Parkland School Division has undertaken a comprehensive system review of the facilities, boundaries and program locations to develop a long term planning framework that addresses changing demographics, an imbalance between facility capacity compared to current and projected enrolments, lack of capital funding for new school space and limited ability to accommodate additional students at schools. It has become evident throughout this review that the Division is experiencing significant growth and changes in demographics.

Parkland School Division anticipates having difficulty accommodating projected enrolments in the City of Spruce Grove and the Town of Stony Plain within the next five years. The Division believes that through the building of new schools as well as the modernization and preservation of existing facilities we can meet the expected pressures that will be placed on the Division.

Parkland School Division has been actively pursuing collaborative partnerships with both our Municipal and Education partners for new school space. While we have no definitive commitment, our discussions continue.

The first year project priorities are:

- New K-9 school to be located in Spruce Grove with a capacity of 900 students at a cost of \$22,028,425 million dollars.
- Complete preservation and modernization of Woodhaven School in order to accommodate up to 900 students at a cost of \$9,451,224 million dollars.

The second year project priorities are:

- New K-9 school with a capacity of 900 students to serve both communities of Spruce Grove and Stony Plain at a cost of \$22,028,425 million dollars.
- Complete preservation and modernization of Stony Plain Central School at a cost of \$9,179,130 million dollars.

The third year project priorities are:

- To be determined as the current system review is completed and strategic facility plan is developed.

[Parkland School Division's 2013-2016 Capital Plan](#)

Additional Priorities

Parkland School Division has prioritized the Division's modular classroom needs based on enrolment and continued growth in the City of Spruce Grove and the Town of Stony Plain as follows:

- Millgrove School—2 new modular classrooms
- Brookwood School—5 new modular classrooms
- High Park School—3 new modular classrooms



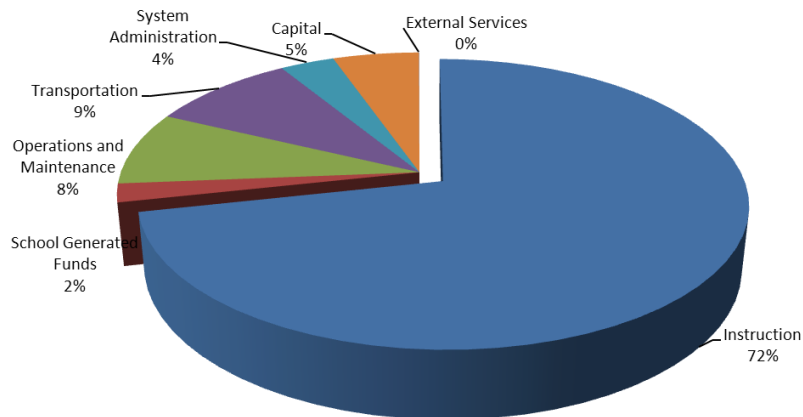
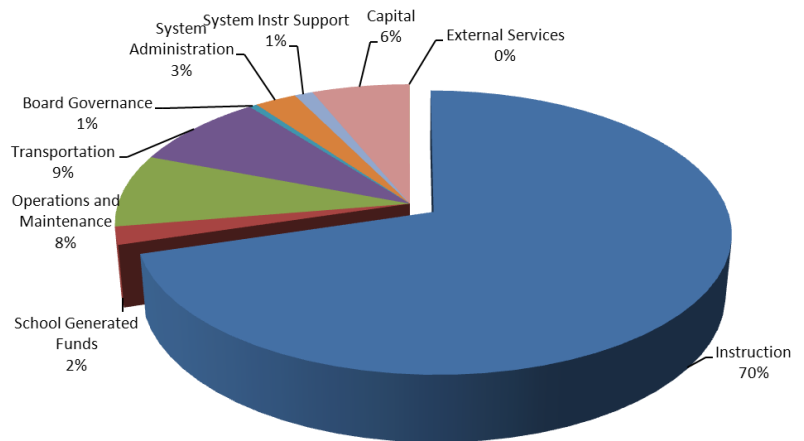
Financial Summary - Audited Financial Statement 2011-2012

- Revenues over the previous year show an increase of \$5,866,611
- Expenditures over the previous year show an increase of \$8,0026,06
- The cost of educating 9,622 students was \$112,851,045.
- 74.20 percent (\$83,736,584) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$98,767 which accounted for 70.1 percent of all instructional expenses.
- The cost for Board and System Administration was below the province's cap of 4 percent for a total of 3.26 percent (\$3,683,683).
- Expenditures to transport students to and from school amounted to 8.72 percent (\$9,845,300).
- The cost of maintaining and operating 22 sites amounted to 13.78 percent (\$15,547,919).
- Parkland's annual operating deficit is \$2,462,173 which was \$609,594 worse than budgeted. Its total accumulated operating surplus is \$4,698,247 of which 79.91 percent is restricted.
- Capital funding equated to 6.62 percent (\$7,313,043).
- Parkland's capital reserves amount to \$2,925,671.
- One capital projects were completed in 2011-12; Woodhaven School modulars (\$1,798,128).



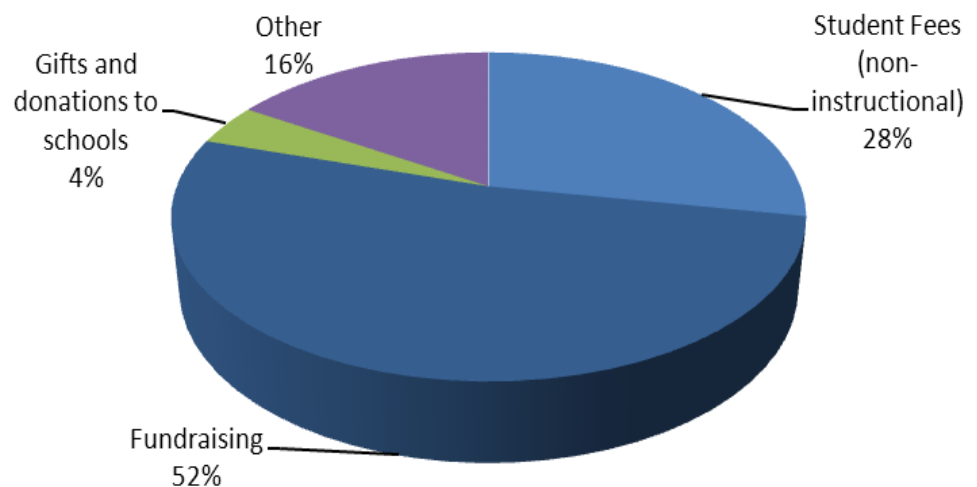
Financial Summary - Audited Financial Statement 2011-2012

2011-2012
Expenditures Chart



2011-2012
Revenues Chart

2011-2012
Sources of School
Generated Funds



Financial Summary - Budget 2012-2013

Financial Principles Used in Planning

Parkland allocates its revenues in accordance with the following beliefs and guiding principles:

Distributed Decision-Making Belief

- The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization.
- The Division's staff has the capability to make decisions about activities within the realms of its responsibility.
- Individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for that activity.
- Decision-making responsibility must be supported by equitable resource allocation.
- Equity is established through a process of collaboration and consensus building.

Decision-Making Guiding Principles

- Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
- Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
- Individuals will accept responsibility for their decisions.
- Decision makers will endeavor to take into account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions.
- Information will be shared as freely as possible throughout the organization.

2012-13 Budget

Parkland allocates its revenues in accordance with the "Distributed Decision-Making" beliefs and Decision Making guiding Principles as outlined on the previous page. As such the vast majority is sent directly to schools and under this structure schools then allocate resources according to the priority areas they have identified. Consequently Parkland School Division does not direct schools/funds to address specific Accountability Pillar results.

- Parkland School Division No. 70 is expected to have 9,839 students enrolled in Kindergarten through Grade twelve in the 2012-2013 school year which is an increase of 217 students over the previous year.
- Total budgeted revenues for 2011-2012 are \$113.6 million. Total revenues for the division increased by 5.82% over 2011-2012.
- Total budgeted expenditures for 2012-2013 are \$114.0 million. Total expenditures for the division increased by 4.36% over 2011-2012.
- Division staffing has the greatest impact on the educational opportunities provided to students within Parkland School Division No. 70 and consequently makes up 72.4% of the division's budget. Parkland School Division No. 70 will spend approximately \$82.5 million on human resources. The division will employ 535.90 full time equivalent teachers and 371.66 full time equivalent support staff in 2012-2013. 2011-12 will see an overall increase of 13.67 teachers and an increase of 11.61 support staff.
- The division has Accumulated Operating Reserves of \$3.8 million as at August 31, 2012. In the 2012-13 budget, we anticipate Operating Reserves in the amount of \$337 thousand will be used to provide additional funding to offset projected deficits. The estimated balance at the end of August 31, 2012 for Operating Reserves is \$3.4 million.

Full details of Parkland's 2012-2013 Budget can be found on the jurisdiction's website at:

<http://www.psd70.ab.ca/OurDivision/ReportsandPublications>

Information regarding Parkland School Division's sources of school generated funds and their uses can be obtained by accessing the following web-link to PSD's Audited Financial Statements and related unaudited schedules for 2011/2012 The link is:

<http://www.psd70.ab.ca/OurDivision/ReportsandPublications>

For further information please contact Parkland School Division at 780-963-4010. Comparative information is also available in a provincial report.

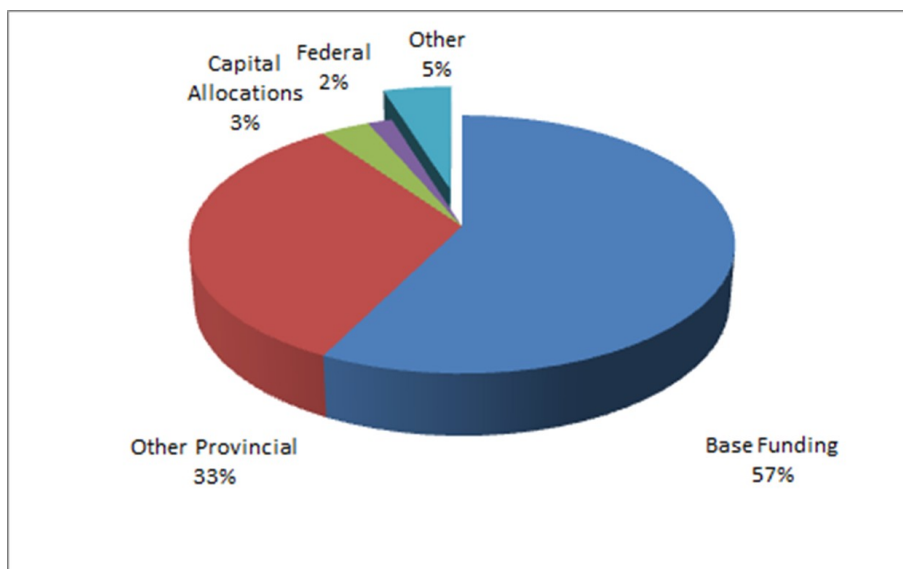
A web link to the provincial roll up of jurisdiction Audited Financial Statements is located at:

<http://education.alberta.ca/admin/funding/audited.aspx>

Financial Summary - Budget 2012-2013

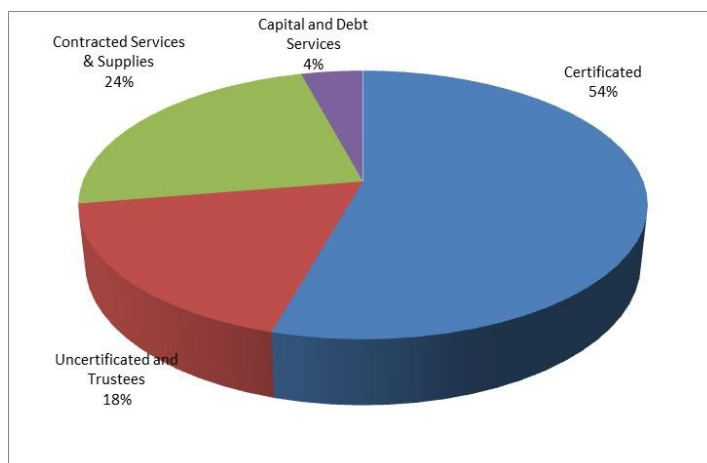
Revenues

Revenues	2012-13	2011-12	Variance
	Final	Approved	
Base Funding	65,223,450	63,122,810	2,100,640
Differential Cost Funding	19,376,158	16,939,190	2,436,968
Transportation Funding	10,001,616	8,944,005	1,057,611
Other Alberta Education	5,241,691	4,489,931	751,760
Provincial Priority Targeted	1,096,791	1,619,062	(-522,271)
Capital and IMR	5,390,147	5,407,231	(-17,084)
Federal Funding	1,878,561	1,632,724	245,837
Other Revenues	5,422,728	5,231,020	191,708
Total Revenues	113,631,142	107,385,973	6,245,169



Expenditures

	2012-13	2011-12	
Expenditures	Final	Approved	Variance
Certificated	61,964,940	58,813,462	3,151,478
Uncertificated and Trustees	20,511,180	19,659,039	852,141
Contracted Services & Supplies	25,155,641	24,433,476	722,165
Infrastructure Maintenance Renewal	1,596,231	1,543,598	52,633
Capital and Debt Services	4,740,352	4,758,977	(-18,625)
Total Expenditures	113,968,344	109,208,552	4,759,792



Deficit To Be Funded By Operating Reserves

DEFICIT	(-337,202)		
Operating Reserves	Balance 1-Sept-12	Utilized	Balance 31-Aug-13
Instruction	3,323,101	(-189,828)	3,133,273
Board & System Administration	367,394	(-83,392)	284,002
Operations & Maintenance	38,781	(-38,781)	0
Transportation	25,201	(-25,201)	0
External Services	0	0	0
Total	3,754,477	(-337,202)	3,417,275
Unrestricted	951,077		951,077
Total Accumulated Operating Surplus	4,705,554	(-337,202)	4,368,352
A.O.S. To Budget			3.83%



Where
THE **WORLD**
opens up

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